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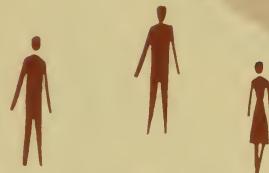
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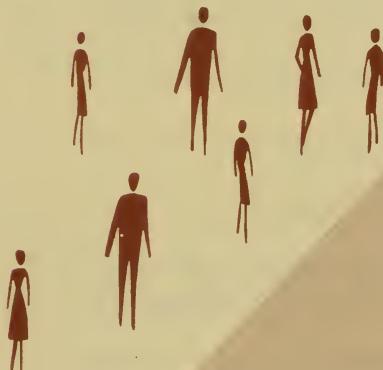
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RECRUITING 4-H CLUB LEADERS

A Guide for Extension Agents



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Introduction

Here is a guide Extension agents can use to help lay committees recruit local 4-H Club leaders. Or they can use it themselves in recruiting, training, and recognizing leaders.

This booklet summarizes some of the findings from the Northeast Region 4-H Club study of first-year local leaders.¹ The purpose and methodology of this study are described on page 14.

Members of the study committee were:

Mr. Marvin Boss, Associate State 4-H Club Leader, Massachusetts, Chairman.

Dr. Samuel Gwinn, Director, Agricultural Extension Service, Delaware.

Dr. Frank Alexander, Extension Studies Specialist, New York.

Miss Charlotte Conaway, Assistant State 4-H Club Agent, Maryland.

Mr. Kenneth Coombs, State 4-H Club Leader, Rhode Island.

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¹ Sabrosky, Laurel K. *A Study To Determine Factors Associated With the Tenure of First-Year 4-H Local Leaders, 1961-62, in 11 Northeastern States*, Federal Extension Service, U.S. Department of Agriculture, Washington, D.C., Mimeograph No. ER&T-127 (9-64), October 1964. 131 p.

RECRUITING 4-H CLUB LEADERS

—A Guide for Extension Agents

By LAUREL K. SABROSKY, Extension Research Specialist, and MAURICE L. HILL, Program Leader, 4-H and Youth Development, Federal Extension Service

How do you select a good 4-H local leader?

Your decision to recruit certain people for volunteer 4-H work is influenced by their apparent skills and attitudes and by the amount of training you think they will need.

But before you ask anyone to serve, you need to *analyze the job you want him to do*. Decide what his qualifications should be, both to fit a general job description for 4-H Club local leaders and to fill the special position he will hold in the club. Consider also the time and other resources he has available.

Know the *kind of training* the

new leader will get, so that you can judge which skills he needs to start with, and which he can be taught. His willingness to be trained is as important as his willingness to teach.

What *kind of recognition* will the community give him? A person who volunteers for any job needs to be rewarded by public recognition for his time, resources, and accomplishments.

Talk all this over with the prospective leader, and find out what *his* concept of 4-H work is. Is he willing to learn more, or to change, if necessary?

The Job You Want Done

To give volunteers the best chance for success, expect of them only what fits your local social, cultural, and economic situation.

The Northeast Study Committee, with the help of State 4-H Club staffs, made up a list of tasks that the first-year 4-H Club leader might perform. They classified these tasks into:

- Those *any* first-year 4-H Club leader should do.
- Additional tasks a first-year organization leader should do.

- Additional tasks a first-year *project* leader should do.
- Those *no* first-year 4-H leader should be expected to do, but that he might do if time, resources, and policy permit.

Their lists are presented below. You may wish to make similar lists appropriate to your county or area.

Tasks expected of experienced, trained 4-H Club leaders should not be the same tasks expected of first-year 4-H Club leaders.

Tasks That ALL First-Year Leaders SHOULD Do

All first-year local leaders should be willing and able to do these with training.

- *1. *Recruit* 4-H Club members.
- *2. Attend all or most of the local 4-H Club meetings held outside the leader's own home.
- **3. *Keep* discipline in 4-H Club meetings.
- 4. Give talks at local 4-H Club meetings.
- 5. *Give* demonstrations at local 4-H Club meetings.
- 6. *Practice* demonstrations before giving them at local 4-H Club meetings.
- *7. Train members to demonstrate.
- 8. Select members to represent 4-H Club, or to compete in some contest.
- *9. Discuss with all or most of his club members, as a group, which 4-H projects they should carry.
- 10. Discuss with all or most of the members, as a group, their 4-H achievement at end of project year.

- *11. *Attend* local 4-H Club committee meetings held at a time different from local 4-H Club meetings.
- 12. *Set up* arrangements for community 4-H events.
- *13. *Help* 4-H members plan local 4-H events such as 4-H parties and achievement nights.
- **14. *Attend* local 4-H Club events.
- 15. Explain to all or most of the parents what 4-H work is and what is expected of them.
- *16. *Ask* other adults in community to help with 4-H work.
- **17. *Read* the 4-H literature sent, or given out, by county Extension office.
- 18. Attend 4-H leader-training meetings (*community, district, countywide*).
- *19. *Go to*, and telephone, county Extension office for materials or help.
- *20. *Receive* county Extension worker in own home to discuss 4-H work.
- **21. *Fill out* forms the county Extension office asks for.

KEY TO MARKINGS ON THE LISTS OF TASKS

(*) Tasks performed by one-half to three-fourths of the first-year leaders in the Northeast Study.

(**) Tasks performed at least once by three-fourths or more of the first-year leaders.

Italicized first word indicates tasks that three-fourths or more of first-year leaders thought they *ought* to perform. The other tasks were performed by fewer than half of the leaders.

Tasks The First-Year ORGANIZATION Leader Should Do

These are tasks beyond those expected of *all* first-year leaders. They deal mainly with organizational and business aspects of local 4-H Club work, and special assignments with some members. With training, the leader should be willing and able to do them.

- *1. *Assist* in getting club started.
- 2. Train 4-H Club officers, individually and as a group, to conduct 4-H business meetings.
- 3. Train members to:

Preside.

Keep secretary's book.

- *4. *Help* with local 4-H Club fund-raising activities for 4-H Club work.
- 5. Supervise one or more 4-H community-service activities.
- 6. Discuss individually with a few members which projects they should carry.
- 7. Discuss individually with a few members their 4-H achievement at the end of the project year.

Tasks The First-Year PROJECT Leader Should Do

These are tasks beyond those expected of *all* first-year leaders. They deal mainly with selecting, teaching, and evaluating project work and project records. The leader should be willing and able to do them, with training.

- **1. *Show or teach* members at local 4-H Club meetings how to do their project work.
- 2. Show or teach members how to do their project work—
 - *All or most of them as a group.
 - *Some of them individually.
- **3. *Persuade* members to get their project work done on time.
- **4. *Keep up to date* on subject matter of projects he is leading.
- **5. *Persuade* members to get their record books in on time.
- 6. *Train* members to judge.
- *7. *Show or teach* members in local 4-H Club meetings how to fill out their project records—
 - All or most of the members in the project as a group.
 - Some of them individually.
- 8. Discuss individually with all or most of his members the 4-H projects they should carry.
- 9. Discuss individually with all or most of his members their 4-H achievement at the end of the project year.

Tasks The First-Year Leader Should NOT Be EXPECTED to Perform

These tasks include routine chores with little educational or organizational significance.

Some of the tasks below would not be approved, in some States, for *any* local 4-H leaders. Some might well be expected of experienced, trained leaders, but not of first-year newcomers. Some first-year leaders would do them if time, resources, and policy permit.

1. Transport members to and from:
 - *Local 4-H Club meetings.
 - *Local 4-H Club events.
 - *County 4-H Club events.
 - District and State 4-H Club events.
2. Transport projects (animals, foods, etc.) to and from:
 - *Local 4-H events.
 - County and State events, fairs, etc.
3. Furnish or prepare food for:
 - *Local 4-H Club meetings.
 - Local 4-H Club events.
4. Conduct local 4-H Club business meetings.
5. Hold local club meetings in his own home.
6. Lead singing at 4-H meetings or events.
7. Train members to lead singing.
8. Lead recreation at 4-H Club meetings and events.
9. *Train* members to lead recreation.
- *10. Show or teach members, outside of club meetings, how to do their project work.
11. Order materials (written or other) from commercial firms, magazines, and so forth, for the use of members.
12. Get project materials for members.
13. Actually do any of the project work for members in order to get it finished.
- *14. Provide project material for members to use when they forget to bring their own.
15. Go with members to town, or elsewhere, to get their project materials.
16. Do special work on a member's project for the purpose of the member's winning an award.

17. Show or teach 4-H members, outside of club meetings, how to fill out their project records.
18. Actually do any of the work on the project records in order to get them finished.
19. Clean up place after community 4-H events.
20. Clean up or arrange exhibit or judging areas at county 4-H events.
21. Provide food or other materials for county 4-H events or activities.
22. Get materials needed for 4-H Club events (parties, camp, etc.).
23. Plan 4-H events such as parties and achievement nights.
24. Chaperone.
25. Attend 4-H leader-training meetings outside county.
26. Attend 4-H leader-association meetings.
27. Serve on countywide (or districtwide) 4-H committees of adults.
28. Serve as camp counselor.
29. Counsel 4-H members on personal problems.
30. Assist with radio or TV programs.
31. Serve as host family for 4-H members from other counties or States, or IFYE's (International Farm Youth Exchange).
32. Personally ask community people for money to support 4-H projects or events.
33. Explain 4-H work at adult meetings, such as Grange, PTA, church, etc.

What Tasks Are First-Year Leaders Most Likely to Perform?

When we know the tasks first-year leaders are *most likely* to perform, we have some idea which we need to encourage and train for, and which we should discourage. We then know the gaps between what they *ought* to do, and what they *are* doing, and therefore where they may need training.

In the Northeast Study, we learned a good deal about the tasks that first-year leaders actually do perform.

Let's note again the four categories of tasks studied—

- *Those *any* first-year leader should perform.
- *Those *organizational* leaders should perform, in addition.
- *Those *project* leaders should perform, in addition.
- *Those *no* first-year leader should be expected to perform.

Now, using the key on page 4, look back over the lists of tasks on pages 4-6. You can quickly see which tasks each kind of leader was *most likely* to perform. You can tell which tasks were performed by one-half to three-fourths of the leaders, which were performed at least once by three-fourths or more of them, and which tasks three-fourths or more of these leaders thought they *ought* to perform.

Some Trends

This list of tasks was made up prior to the study, without benefit of job analyses by leaders themselves. Only first-year leaders were asked to respond to the questionnaire. Yet, every single task was reported performed at least once by some leader.

By studying these tasks and how they were performed, you'll note some general trends that can help guide your recruiting and training work.

You'll note, for instance, that more leaders think they *ought* to perform the "tasks that *any* first-year leader should perform" than actually do. However, those that they *are* performing are pretty much the ones they *think* they should.

To make an analysis of job performance more meaningful, the tasks in the list were classified into seven classes: (1) Teaching tasks, (2) organization tasks, (3) self-improvement tasks, (4) public relations tasks, (5) morale-building tasks, (6) giving-extra-help-to-an-individual tasks, and (7) chores. The first two are important to conducting an educational program and maintaining an organization, within the ability of a trained first-year leader. The third class—self-improvement—is an essential part of a leader's job. The fourth and fifth

classes would usually not be expected of first-year leaders. The sixth class—giving-help-to-an-individual—is usually not expected of a leader, and is often not encouraged, except in unusual situations. The seventh class—chores—are not expected of leaders, mainly because the tasks are not of leadership level, and can or should be performed by the 4-H members themselves or their families.

Of the tasks expected of *all* first-year leaders, the more or less routine ones were the most likely to be done. The more difficult, such as those involving teaching, were less likely to get done. Note that 90 percent of these first-year leaders reported reading literature from the

county Extension office and persuading 4-H members to get their project work done in time. Neither of these is a chore or a teaching task.

Many leaders were too likely to perform noneducational chores such as transporting members or projects, chaperoning, and providing food. They were also too likely to help members who came to the leader's home.

The job of the first-year leader obviously varies from leader to leader, and from club to club. It perhaps depends as much on what the leader himself thinks he should do as on what experienced leaders in the county, the committees, or the Extension agents think he should do.

What Sort of Person Makes a Good First-Year Leader?

This study showed that different kinds of people tended to perform different tasks as first-year 4-H leaders. It clearly showed that certain sorts of first-year leaders performed *more kinds* of tasks:

- Those who stayed on for a second year.
- Young leaders (under 30).
- Men.
- The "outgoing," "happy-go-lucky."

Those who stayed on as leaders for a second year performed more kinds of tasks than those who dropped out earlier. Do those who perform more tasks tend to stay in 4-H leadership? Do those who stay

in tend to perform more tasks? Or do certain kinds of people tend to do both? In any case it is well to look for a person who is *willing to do* a wide variety of leadership tasks.

The first-year leaders who were more likely than others to perform several kinds of the desirable *teaching* tasks were:

- Those without any of their own children in the clubs they led.
- Young leaders.
- Leaders of small clubs.
- Leaders with no other leaders in the club.
- Leaders of clubs other than summer clubs.

Younger or Older Leaders?

Young leaders (under 30) who, in our study, performed many tasks but did not have especially strong staying power in 4-H leadership, were not high for most factors associated with good leadership. Local leaders over 40 were higher than average in "self-sentiment". This quality includes emotional control, consideration, carefulness, and conscientiousness. This composite characteristic positively correlates with effective leadership. Younger ones were below average in "self-sentiment", that is, they were more "casual".

We found that the young 4-H leaders were more group-dependent and more shy than older 4-H leaders. Consider this in recruiting. Are these young people mainly ex-4-H Club members? If so, has 4-H held the group-dependent and the shy young people? This could be true and justified; nevertheless, as leaders of 4-H Clubs they may not be the most effective people available. Or is it possible that we are not bringing into adult 4-H leadership those ex-4-H Club members who are more confident and experienced?

We do know that young leaders under 30 performed more tasks than leaders over 30. But they were less likely to stay in for a second year. Leaders in their 30's were likely to perform fewer kinds of tasks than either younger or older leaders. They were *more* likely than younger ones, and *less* likely than the older ones, to stay in for a second year.

It is well to look to some of the people in the community who are over 40 years of age to help with 4-H Club leadership. In the Northeast Study those of this age who became 4-H leaders were more likely to stay for at least the second year, were less shy, and were less group-dependent than were those under 30. They did more tasks than those in their 30's, but fewer than those under 30.

Men or Women Leaders?

It is well to look for at least two people, both a man and a woman, to be the leaders of a club. First-year men leaders were more likely to do some of the more difficult jobs ordinarily expected of experienced leaders. For instance, they were much more likely than were women leaders to:

- Perform public-relations tasks
- Speak in public
- Lead recreation
- Go to members' homes to help them
- Go to the Extension office for assistance.

Might this indicate that one reason we don't get many men leaders is that they don't like to do the simple chore jobs often expected of them by local 4-H policy?

Women leaders were more likely than men to perform *chores*. But they also were more likely to perform some tasks which provide the club members with valuable group experiences, such as:

- Discussing with members which 4-H project they should carry

- Discussing their achievement
- Teaching members how to do project work
- Showing members how to fill out their project records
- Persuading them to get their project work done in time.

Men leaders performed more kinds of tasks than women. Leaders who lived on farms performed more kinds of tasks (including self-improvement activities and club-organization tasks but, unfortunately, also chores) than did village and suburban leaders. A larger proportion of men leaders than women leaders lived on farms. A slightly larger proportion of the men than women were under 30. They may be a certain group of leaders—young men from farms—whose characteristics influenced the data.

“Joiners”

We have said, in Extension, that a local 4-H Club leader need not be a “joiner”. Perhaps our belief in this has been partly responsible for some of the low attendance at leader-training meetings. Robert N. Dick² reports on studies showing that adults in noncredit evening classes are “belongers”, gregarious, need to talk to, and do talk to, people other than their own families. Do these findings apply to leaders expected to attend 4-H leader-training meetings? The implication may be that we *should* look for the “joiner”—for the active organization person—if we want someone

who is willing to attend training meetings.

Parents of Members

The study indicates that leaders who are *not* parents of members do more important tasks of leadership than do parents.

Parents of members in the clubs they led performed more *chores* and tended to carry out fewer kinds of teaching activities than did other leaders. This seemed especially true of mothers.

The willingness of a parent of a 4-H member to serve as a local 4-H leader must be balanced against such factors as the time he has available, and his interest in the education of other children in the community. The tendency of leaders who are parents of some of their club members to perform chore jobs rather than teaching jobs makes this particularly important. Parents' resources (for example, in the areas where this study was made, a car and freedom to be away from home during mealtimes for training meetings and other special 4-H events) must also be considered objectively.

Personality Factors

The first-year 4-H leader's personality was related to his performing certain kinds of tasks. (See reference to Cattell and others, p. 15.

The “happy-go-lucky” or “out-going” personality factor is one we

² Dick, Robert N. “Gregariousness As a Factor in Adult Participation in University Non-Credit Evening Classes.” In *Adult Leadership*, Vol. 12, No. 9, March 1964. Page 271.

found in the person doing many 4-H leader tasks. But research has not found this factor to be associated with being an effective leader. This kind of person might be popular and be elected a leader, but not necessarily be effective.

“Reserved” people were just as likely to do *chores* as were “out-going” people. “Shy” leaders were just as likely as “venturesome” leaders to do chores, or to perform club-organization and special assistance-to-individual duties. Club-organization duties were more likely to be performed by “conscientious” than by “expedient” leaders.

Public appearances, giving talks, and public relations are tasks not expected of first-year leaders but done by some, especially men. These seemed more likely to be done by leaders with personalities more assertive and more experimenting than average.

A high degree of “apprehensiveness” (more worrying, insecure) is supposedly not a leadership quality. Yet, the first-year leaders in the study who had a higher than average score for apprehensiveness were more likely to help individuals than “placid” (confident) leaders. We wonder if helping individuals really is a *leadership* task. If we want the leaders of our youth clubs to function as real teachers and advisers, we should perhaps have somewhat different expectations of them than we have had. When we want teachers, let’s look for teachers and not expect them to be all things. For instance, the shy introvert may be an excellent project leader, but we probably should not expect him

also to be an aggressive public relations expert.

Don’t expect more from a leader than he can do—don’t expect less either.

A *low* score of “tension” is a good leadership quality. Our data show that leaders with a *low* “tension” score took part in many teaching activities. However, a *high* score for tension was associated with attending leader-training meetings. What was there about the leader-training meetings that attracted a different personality type from that which the local club meetings attracted? There is a hint here that the leader-training meetings may not be attracting the leader type. This needs much more study. What kind of person accepts training—the one who feels adequate, or the one who feels inadequate?

If you know the people in your community well enough, you can concentrate on looking for those who are emotionally stable, confident in their own abilities, conscientious, considerate, and careful.

As few as a third of the leaders felt competent in agronomy, horticulture (landscape and flowers), swine, and management on the farm. As many as a sixth of the leaders reported hardly any confidence in their competence to lead projects in entomology, conservation, farm management, and safety.

The amount of self-confidence seemed to have little to do with the leader’s staying in 4-H.

Even though at least half of the first-year leaders did not attend any leader-training meetings, they

did not, in general, feel confident in subject matter. Only in the nutrition, recreation, community and public affairs, health, safety, home management, home improvement,

and home furnishings projects did half or more of the leaders report they felt enough competence in the project.

Training First-Year Leaders

The data from the Northeast Study imply that first-year leaders have an unrealistic idea of their job. They were given a list of tasks to check whether they should perform them. These tasks were not of equal importance to the 4-H program, nor did they require equal resources, skills, and training. Three-fourths of the leaders interviewed reported they thought they *should* do over half the tasks expected of them. But they thought they *should* perform 60 percent more of these than they *did* perform. And they thought they should be doing *90 percent more not-expected* tasks than they were doing.

This indicates that there should be preservice training to point up what is really expected of them. Thus the leader will learn what is included in his job and the specific position he accepts.

Leaders should learn the responsibilities of each leadership position in the club, including those of junior leaders. They should learn, in this early training, which tasks 4-H Club members should be expected to carry out, regardless of how much better a local leader thinks, or knows, he can do them.

We have already suggested that each 4-H Club have several leaders, and that each leader's assignments be specific and well explained at the time he is recruited.

When there *were* several leaders in clubs, however, the leaders were more likely to do chores than were lone leaders. This implies that some clubs had too many leaders who felt they must be busy doing things or who did not understand their own duties. Maybe they did not understand the importance of giving responsibilities for chores to members or other adults. Since the leaders themselves do have a great deal of control over assignment of leader tasks, it is natural for them to keep for themselves the tasks they like best. This could result in their doing the tasks that are the only kind that some other person can do.

Since few of these first-year leaders trained 4-H members to be officers, it appears that they need much more help along this line.

A small proportion of first-year leaders discussed project selection or 4-H achievements with the members. This indicates that leaders don't recognize these as important, or that they lack training in this.

Study your training program to see if leaders are learning how to carry out these important discussions with members.

Men leaders, especially, need training in teaching methods, in understanding club objectives, and in conducting group work. Women leaders, especially mothers of some of their own club members, need a good deal of training and supervision in working with their own children along with others.

Women leaders tended not to carry out certain public relations tasks necessary for 4-H Club work. Therefore, if men are not available for such assignments and if women leaders wish to accept them, you must train them.

There should be more men leaders than there now are. However, we do not recommend that certain assignments necessarily be held for men leaders to perform, if women are willing to take training and do the job.

Young leaders (under 30), because of their more than average group-dependency, need training in how to help the 4-H Clubs develop as groups, but still remain apart from them. At the same time, in order for them to gain satisfaction from group action, they need training in how to take part in groups with other adult leaders.

The leader-training meeting seems inadequate as the major training method. Only half the first-year leaders attended any kind of 4-H

training meeting, and usually no more than one such meeting. On the other hand, most of the leaders reported they read the literature sent out to them, and well over half contacted the agent to get information from him.

It seems that first-year leaders do want some help and training, but a majority of them do not see, or like, the leader-training meeting as a way to get it.

The leader-training meeting needs further research. Study your own. Experiment with new teaching methods at these meetings. Try new and different approaches.

Your recruiting procedure should include discussions with the potential leader so you both understand your responsibilities. Training can then be offered and accepted in a more relaxed atmosphere during the volunteer's 4-H leadership career.

We suggest that there be a trial period for volunteers, when each can learn what is expected of him and decide whether he can do the job. You and your community committee will see if the volunteer gets along with the other leaders and the members, and whether he has the skills and resources you thought he had. Recruit during the first half of the 4-H Club year so that new leaders can work with established leaders during the last half. At the end of the club year, those who wish to serve as 4-H leaders and "pass muster" would be invited to serve for the following year.

Recognizing First-Year Leaders

The data from the Northeast Study showed a very busy group of first-year leaders. Does this busyness provide their satisfaction? Such busyness may limit the opportunities for 4-H members to learn and for other adults to work in the program. If so, these leaders need to be recognized for giving opportunities to other people.

You should watch for opportunities to compliment leaders for not doing tasks they *should not* do, for doing some tasks with someone else, and for asking and encouraging others to do tasks, as well as for doing the tasks they should do.

See that leaders learn which tasks to share or give away. But you must also help the people in the community understand that this is expected of a local 4-H leader.

You need to learn to say not "I did" for what leaders have accomplished, but "you", "they", "he",

"she", or "we" did. As you practice this, the local leader will be helped to recognize what others can accomplish, and to learn the same vocabulary. Then, of course, he should be recognized for having learned his lesson well.

Leaders have told us what kinds of recognition they appreciate most. At the top of the list are expressions of appreciation from club members and their parents, and then from the Extension agents. Next in order, they like some local event given by parents and club members for the leader.

If the 4-H members and adults in the community expect the same of the leader that you do, they will express appreciation for the kind of leadership work that 4-H needs the most. You can bring about recognition for leaders through training programs and other help to your community committees.

How and Why This Study Was Made

The "Northeast Region 4-H Club Study of First-Year Local 4-H Leaders" was made to find reasons why first-year leaders drop out or stay on in 4-H Club work.

We set up the following eight hypotheses for the study:

1. The number of tasks the first-year leader performs is related to whether he stays in for a second year.

2. The number of tasks performed is related to his position as a leader, to some of his own personal characteristics, and to the kind of organization of the 4-H Club he leads.
3. The kind of local club organization is related to whether the first-year leader stays in for a second year.

4. The personality of the first-year local 4-H leader is related to his staying in a second year.
5. His personality is different from that of adults in the general population.
6. His personality is related to what he does as a leader.
7. His personality is related to characteristics such as age, sex, and where he lives.
8. The kinds of projects the members carry are related to the first-year leader's staying in for a second year.

To test the validity of these hypotheses, data were collected from 1,629 first-year local 4-H Club leaders near the end of the 4-H Club year of 1961-62. They included all the first-year leaders in one-fourth of the counties in the 11

States. The counties were chosen at random. Each leader was asked to complete a questionnaire asking if he performed the tasks listed, and whether he thought he *should* perform each one. Each leader in the study was also given a personality test.³

During the 4-H Club year 1962-63, the Extension agents in the sample counties reported whether each leader in the study had continued in 4-H leadership for a second year. For those who had not continued, the agent reported if he had moved, had become incapacitated, or died. Thirty-five persons were reported as unable to continue 4-H leadership. They were not included as "dropouts" in the study data. The data were tabulated and sorted into categories for comparisons.

³Cattell, R. B., Saunders, D. R., and Stice, G. "Handbook for the Sixteen Personality Factor Questionnaire." Institute for Personality and Ability Testing, Champaign, Ill. 1957 edition. 54 p.

THE FIRST-YEAR 4-H CLUB LEADER

For 50 years, we have asked him to give time, energy, talents, love, and some of his family life and money. From now on, let us also help each potential leader to . . .

- Know what we and the community expect of him.
- Appreciate what we see as most important in 4-H Club work.
- Understand the help that we will give him.
- Feel confident that we will not expect what he cannot do.
- Appreciate that he is getting an educational experience by being a leader.
- Feel free to try new ideas.
- Be inspired by a philosophy that every boy and girl is important.
- Be willing to share the 4-H leadership experience with others.

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